Glenquarry Public School

School plan 2015 – 2017

High quality teaching and learning in all areas of the curriculum.

Creativity and wellbeing within a 21st century learning framework.

Students are responsible, productive and active citizens in their community.
## School background 2015 - 2017

<table>
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<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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<tbody>
<tr>
<td>This document outlines the views about what matters to everyone in our school and community. It outlines the sort of future we want to create for our children.</td>
<td>Glenquarry Public School is a small school in a bush setting located in the Southern Highlands of NSW. The school is committed to its students, community and excellence. Students are cared for in a safe, friendly, peaceful and structured environment. They are encouraged to always give their best. Teachers are highly experienced and have high expectations of students’ learning and behaviour. There are 12 families with a total of 22 students currently enrolled for 2015. There are no identified Aboriginal students or staff. In 2015, the school will be classified as a P6 (for classing purposes), with one full time teacher (the Principal), part time teachers, School Administrative Manager and part time General Assistant. Student numbers have been consistent over the last few years with parents really appreciating the close knit community feel of the school.</td>
<td>The school has consulted extensively with staff, students and parents during 2014 and the beginning of 2015. Consultation included discussions and focus questions at P&amp;C meetings, parent/community surveys, student surveys and informal discussion with members of the local community. Our formal survey response rate was 90%. We also included evidence of historical programs and their effectiveness. In 2015, staff analysed our current school performance against the School Excellence Framework to further develop our strategic directions and areas for improvement. The priority areas for our school to achieve excellence have been included in the products and practices section of the school plan. As part of staff meetings, staff examined the responses from the school community surveys. Staff collated all results and looked at common elements. The responses were extremely positive of the current practices of the school. Throughout all this consultation period the Principal School Leadership officer Wendy Buckley has advised on ways forward to meet the strategic directions. This jointly constructed school plan acts as a working document to drive school improvement.</td>
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At Glenquarry Public School, our school motto is “Valuing the Future”. We aim to prepare students for a complex and rapidly changing world. We strive to enable active, creative and informed citizens, who will make the most of future opportunities by inspiring in them a love of learning. |
School strategic directions 2015 - 2017

**Purpose:**
Our aim is to provide an integrated approach to quality teaching, curriculum planning and delivery and assessment. This approach promotes excellence and responsiveness in meeting the learning needs of each individual student. We will ensure all management systems, structures and processes underpin ongoing school improvement, school planning and the professional effectiveness of all school members. This will be shown through whole school programs that are linked to the Quality Teaching Framework.

**Purpose:**
Our aim is to create an innovative and technologically rich learning environment that provides every student with a range of opportunities for success, self-discovery and leadership.

To develop school wide practices which enable all students to be highly engaged in schooling and emotionally aware.

To promote effective partnerships with families to develop empathy and understanding of mental health issues.

We will create learning environments that allow students to explore their physical and spiritual limits.

**Purpose:**
Our aim is to teach a curriculum that integrates an understanding of the world and the environment. We will make students aware of the importance of sustainability in the world as well as being able to make their own contribution to society.

We will create opportunities for students to engage with the local community and involve themselves in extracurricular programs that provide the prospect for leadership beyond the classroom.

We will ensure that students are aware that as they get older the world will become more global and interconnected. They will also be made aware that Australia will continue to develop as a vibrant multicultural society. We will encourage our students to embrace all of the opportunities that this will bring.
Strategic Direction 1: High quality teaching and learning in all areas of the curriculum.

**Purpose**

Our aim is to provide an integrated approach to quality teaching, curriculum planning and delivery and assessment. This approach promotes excellence and responsiveness in meeting the learning needs of each individual student.

We will ensure all management systems, structures and processes underpin ongoing school improvement, school planning and the professional effectiveness of all school members. This will be shown through whole school programs that are linked to the Quality Teaching Framework.

**Excelling in Curriculum and Learning**

Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate.

**Improvement Measures**

- 100% of students meet the end of stage requirements on the Maths and English continuum.
- 100% of students meet the end of Year reading benchmark levels in Kindergarten, Year 1 & 2.
- 100% of students’ development levels in PLAN meet or exceed expected growth levels for the year.
- 100% of teachers have documented professional learning plans that are reviewed regularly and are linked to the school plan.

**People**

**Students:**
- Develop capacity to succeed through access to high quality lessons and programs across all KLAS.

**Staff:**
- Develop staff capabilities through professional learning.
- Maintain consistency amongst teachers through adherence to scope and sequence documents relating to the new curriculum.
- Ongoing involvement in peer observations to improve teaching practice.
- Develop capacity in teachers to analyse and communicate school assessment data, specific to areas of responsibility.
- Monitor whole school growth and performance.
- Develop process for maintenance of accreditation at appropriate levels.

**Parents:**
- Develop understanding of whole school programs and how teachers are using the new curriculum.

**Community:**
- Develop the capacity of volunteers and outside agencies to work collaboratively with the school to enhance student outcomes.

**Processes**

**COS Writing Project:** Teachers will improve their ability to plan, teach and assess writing through consistent teacher judgement workshops.

**Shadowing:**
- Principal to shadow a more experienced Principal.

**Business Intelligence/Coach in box**
- Principal to participate in these two PL opportunities.

**Taking Off With Numeracy (TOWN):**
- Staff to participate in TOWN training. TOWN methodology to compliment TEN Strategies in ES1 and S1.

**Instructional Rounds:**
- Staff to observe colleagues at other schools each term and reflect upon elements of the Quality Teaching Framework.

**Develop Scope and Sequence Documents:**
- Staff will contribute to their area of responsibility in updating documents to reflect school targets and adherence to NSW syllabus documents.

**Accreditation:**
- Initiate accreditation process for 2016 and beyond. All teachers will have a personalised learning plan based on Australian teaching standards.

**Evaluation Plan:**
- Closely monitor NAPLAN, Best Start, PLAN, TENS and TOWN and school based assessment data to analyse performance.

**Products and Practices**

**Products:**
- 80% of students meet the end of stage requirements on the Maths and English continuum.
- 80% of students meet the end of Year reading benchmark levels in Kindergarten, Year 1 and 2.
- 80% of students’ development levels in PLAN meet or exceed expected growth levels for the year.
- 100% of teachers have documented professional learning plans that are reviewed regularly and are linked to the school plan.

**Practices:**
- Staff participate in TOWN and Focus on Writing professional learning.
- Staff engage in shared professional learning through the instructional rounds model.
- High quality, differentiated teaching and learning programs, demonstrating integration of 21st century pedagogy.
- Teachers engage in professional discussion about how to improve practice and share excellent classroom practice.
- Teachers regularly update and monitor accreditation requirements.
- Three way progress reports to be held in Terms 1 and 3. Reports to go home in Terms 2 and 4.
### Strategic Direction 2: Creativity and wellbeing within a 21st century learning framework.

#### Purpose
Our aim is to create an innovative and technologically rich learning environment that provides every student with a range of opportunities for success, self-discovery and leadership.

To develop school wide practices which enable all students to be highly engaged in schooling and emotionally aware.

To promote effective partnerships with families to develop empathy and understanding of mental health issues.

We will create learning environments that allow students to explore their physical and spiritual limits.

**Excelling in Student Wellbeing**
The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves the individual and collective wellbeing.

#### Improvement Measures

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### People

**Students:**
- Take responsibility for their behaviour, show empathy towards others at all times and strive to achieve a gold school medal.
- Use the IPADS on offer to further enhance high quality learning.
- Take responsibility to ensure differing solutions are sort to problems.

**Staff:**
- Foster a positive learning environment where respectful behaviour is modelled through positive relationships.
- Develop whole school positive rewards system (School Medals)
- Ensure confidence with technology
- Ensure students have opportunities to express unique ideas.

**Parents:**
- Parent information sessions about how to deal with and support students’ mental health, social skills and values.
- Build awareness of the process involved with the school’s welfare and discipline policy.
- Be informed about the technology being used by students.
- Encourage students to express any unique ideas they initiate.

### Processes

**Apple Configurator:**
Staff will attend the apple configurator workshop in Sydney at the Mac ICT centre. To ensure the correct implementation of IPADS into the school.

**Positive Rewards System:**
School medals will be used as the number one tool to provide positive reinforcement of expected behaviours.

**Kids Matter:**
Glenquarry Public School will become a Kids Matter School. We will implement 4 components for school improvement over a 3 year cycle.
- C1- Positive School Community
- C2- Social and Emotional Learning
- C3- Working With Parents and Carers
- C4- Helping Children With Mental Health Difficulties.

**Creativity:**
Staff will attend various creative schools/centres to gain ideas and students will be taught by various experts in language, arts, sport, technology, environment and music.

**Evaluation Plan:**
Results from the survey for students (Years 3-6) and survey for teachers and parents to guide future directions for student wellbeing.
Parent and community input at P&C meetings through surveys to provide data on parent satisfaction. Decision-making is informed through analysis of data.

### Products and Practices

**Products:**
- 25% of students achieving the highest level of our Positive Rewards System by the end of the year
- 80% of student survey responses indicate positive correlations regarding student relationships and learning and use of technology.
- 100% of Parent surveys indicate satisfaction remains high.
- 100% of students have access to IPADS that are run through Apple configurator.

**Practices:**
All students will have a work folder online to save work from the Ipad and be able to air print to an available printer. Ipad will also be managed through the program Apple Configurator.
All staff are implementing school wide processes and reward systems. School Medal record cards are used to record all behaviours in real time.
All teachers will implement Kids Matters Social and Emotional Learning Modules into their class programs.
Parents will have a shared understanding of Kids Matters Modules. Updates and language used will be conveyed to parents through information evenings and school newsletter articles.
All students to attend a Creative Arts/Cultural Day to be held in Terms 1, 2 and 3 with schools in the surrounding area.
## Strategic Direction 3: Students are responsible, productive and active citizens in their community.

### Purpose

Our aim is to teach a curriculum that integrates an understanding of the environment and makes students aware of the importance of sustainability in the world they live in.

We will create opportunities for students to engage with the local community and involve themselves in extracurricular programs that provide the prospect for leadership beyond the classroom.

We will ensure that students are aware that Australia will continue to develop as a vibrant, globally interconnected multicultural society. We will encourage our students to embrace all of the opportunities that this will bring.

**Excelling in Leadership**

The school is recognised as excellent and responsive by its community as a result of its effective engagement with the local community such as parents, families, local media and business organisations. The school uses collaborative feedback and reflection to promote and generate learning and innovation.

### Improvement Measures

| 1. 100% of parents are involved with the sustainability garden. |
| 2. 100% of parents receiving the newsletter and podcasts via email. |
| 3. 100% of parent surveys indicate positive relationships and involvement from the wider school community. |
| 4. 100% of students involved in various community based projects. |
| 5. 25% more families than the year before accessing the transition to school program. |

### People

#### Students:

- Participate in school and community events with pride, respect and enthusiasm.
- Develop an understanding of the importance of the local community in supporting students’ development.
- Will participate in the development of a school sustainability garden.

#### Staff:

- Actively contribute to school communication strategy through use of the website and email communication.
- Continue to initiate, promote and participate in community events.
- Will participate in the development of a school sustainability garden.
- Continue to implement effective transition to school programs.

#### Parents:

- Access the newsletter, school website and school podcast to keep up to date with student learning, school events and news.
- Participate in school events to celebrate student learning and achievement.

#### Community:

- Support school projects through funding, sharing of resources, grant applications and expertise to build knowledge of, and pride in our school and local community.
- Network with past students who can share experiences from the past.

### Processes

#### Communication:

Use of various methods of communication to ensure parents, carers and the wider community are aware of school news and information. This will involve the addition of a podcast to the school website and increased student input into the newsletter.

**Interest Groups:**

- Encourage community expertise in language, arts, sport, technology, environment and music to enhance extracurricular opportunities for students on a fornightly basis. eg Robertson Show, CWA showcase, Tulip Time parade, council sustainability initiatives and bikes for humanity

**Community of Schools:**

- Collaborate with schools in the Bong Bong, Bowral, Moss Vale, Wingecarribee and Wollondilly network to extend opportunities for students and staff in all areas of education.

**Library Storytime:**

- Promote a welcoming and positive experience for local families with children aged 2-5, by inviting them to Library once a week.

**Evaluation Plan:**

- Closely monitor student feedback through their survey, school leadership surveys, parents’ attendance data and community survey information.

### Products and Practices

#### Products:

- 75% of parents are involved with the sustainability garden.
- 100% of parents receiving the newsletter and podcasts via email.
- 100% of parent surveys indicate positive relationships and involvement from the wider school community.
- 100% of students involved in various community based projects.
- 25% more families than the year before accessing the transition to school program.

#### Practices:

Parents and community members are welcomed into the classrooms to share their knowledge and skills.

Students participate in the bikes for humanity program.

Parents initiate Library and story time sessions for pre-school children once a week in the School Library.

Network of Schools Creative Arts/Cultural Day to be held in Terms 1, 2 and 3.

Students to create and record their own podcast of the occurrences at school to accompany the newsletter on the website. Some of these podcasts will be recorded in a local radio station.

Staff, community and students will create a sustainability garden/native plant regeneration area within the school grounds.